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ABSTRACT

This biennial report presents: (1) information regarding progress under and compliance with the master plan for vocational education in Texas during the school years 1986-87 and 1987-88 and information regarding activities conducted during the 1988-89 school year where appropriate; and (2) quantitative and qualitative evaluative information on vocational education programs conducted during those years. The document is organized in three major sections. First, it presents information for elementary and secondary education that was prepared by staff from the Texas Education Agency. Second, the document provides information for postsecondary technical, vocational, and adult education that was prepared by staff from the Texas Higher Education Coordinating Board. Third, the document contains information on regional planning activities, prepared by staff from both agencies. All three sections include information regarding progress under and compliance with the master plan. The first two sections also present quantitative and qualitative information on secondary and vocational education programs. (KC)

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BIENNIAL REPORT OF PROGRESS UNDER AND COMPLIANCE WITH THE MASTER PLAN FOR VOCATIONAL EDUCATION AND AN EVALUATION OF VOCATIONAL EDUCATION PROGRAMS

FROM THE STATE BOARD OF EDUCATION

TEXAS EDUCATION AGENCY
AUSTIN, TEXAS

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Biennial Report of Progress Under and Compliance With the Master Plan for Vocational Education and an Evaluation of Vocational Education Programs

As Reported
By the State Board of Education

Submitted to the Governor, Lieutenant Governor, Speaker of the House, Seventy-First Texas Legislature, and the Texas Council on Vocational Education

1987-1988

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Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

December 1988

To: The Honorable William P. Clements, Jr., Governor of Texas
The Honorable William P. Hobby, Lieutenant Governor of Texas
The Honorable Gibson D. Lewis, Speaker of the House
Members of the 71st Legislature
Texas Council on Vocational Education

Enclosed is the State Board of Education biennial report required under provisions of Texas Education Code Section 21.113(g) related to the Master Plan for Vocational Education. The Board is required to report biennially the progress under and compliance with the Master Plan for Vocational Education and to evaluate quantitatively and qualitatively the state's vocational programs. This report presents information for school years 1986-87 and 1987-88. Information regarding activities conducted during the 1988-89 school year is also included where appropriate.

The Board adopted the Master Plan on January 10, 1987 with the intent that significant changes must be made in vocational education if it is to contribute to the transformation of the Texas economy. The plan anticipated a transition period with full implementation scheduled for the 1989-90 school year. Since then the Board has adopted a list of priority occupations, used available federal vocational education funds for research and development, and adopted new rules for curriculum and for funding priorities.

The Board has approved two legislative recommendations to the Legislature that would facilitate continued implementation of the Master Plan. The first recommendation would allow the Board to determine funding weights for general vocational education, pre-employment laboratory, vocational education for special needs students, and incentives to implement master plan initiatives. The second recommendation would establish a state policy that public institutions and other entities responsible for vocational and adult training shall cooperate in implementing regional planning.

Many of the major changes required by the plan are being implemented by school districts and postsecondary institutions during the 1988-89 school year. It is anticipated that a thorough evaluation of all implementation activities will be available in the next biennial report. I believe that as the plan continues to be implemented and updated over the next several years, vocational education will successfully meet the challenges of moving Texas into the 21st century.

Respectfully submitted,

Jon Brumley

Jon Brumley, Chairman
State Board of Education

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Introduction

The purpose of this State Board of Education biennial report, required under the provisions of Texas Education Code Section 21.113(g) related to the master plan for vocational education, is twofold. First, this report presents information regarding progress under and compliance with the master plan for vocational education during school years 1986-87 and 1987-88. Information regarding activities conducted during the 1988-89 school year is also included where appropriate. Second, this report presents quantitative and qualitative evaluative information on vocational education programs conducted during those years.

The document is comprised of three major sections. First, the document presents information for elementary and secondary education that was prepared by staff from the Texas Education Agency. Second, the document presents information for postsecondary technical, vocational, and adult education that was prepared by staff from the Texas Higher Education Coordinating Board. Third, the document presents information on regional planning activities that was prepared by staff from both agencies. All three sections present information regarding progress under and compliance with the master plan. The first two sections also present quantitative and qualitative evaluative information on secondary and postsecondary vocational education programs.

House Bill 72, Second Called Session, 68th Legislature, 1984 directed the State Board of Education to develop both a long-range plan for Texas public school education and a master plan for vocational education. The State Board approved the long-range plan for Texas public school education in January 1987. The master plan for vocational education also was approved by the State Board in January 1987 as a subset of the long-range plan. At the elementary and secondary level, the State Board mission for public education calls for all students to receive an education that will enable them to live and work in a changing future. To fulfill this mission, the master plan emphasizes the need for strong academic foundations for all students, awareness of a broad range of career opportunities, and occupationally relevant education appropriate for the Texas economy of the 21st century. At the postsecondary level, the master plan is designed to meet the employment needs of the state for a skilled work force. The broad spectrum of student interests, abilities, and needs are to be met, while fulfilling the short- and long-range employment demands of the public and private sector.

Section 21.113 of the Texas Education Code specifies the requirements for the master plan for vocational education. The master plan must set forth objectives for vocational education for the next school year and long-term goals for the following five years. It must also include provisions for delivering vocational programs through public school districts and public postsecondary institutions and support of those programs by private employers and proprietary schools. The vocational programs must be designed to meet the needs of new and emerging occupations listed on the State Board of Education list of priority occupations and to meet the needs of special population groups such as handicapped persons, disadvantaged persons, and adults. The master plan must include procedures designed to ensure that: (1) all secondary and postsecondary students in Texas have the opportunity to participate in vocational education programs; (2) the state complies with requirements for supplemental federal vocational education funding; and (3) vocational education is established as a part of the total education system of the State of Texas.

The master plan is the blueprint for restructuring vocational education in Texas. Eight basic principles form the foundation of the master plan.

1. Education must prepare students for productive lives in the changing Texas economy.

2. Preparing all students to work in the changing national economy requires that academic foundations receive top priority.
3. If all students are to be prepared, the gulf between academic and vocational education must be bridged.
4. The curriculum must be flexible.
5. The curriculum must be adaptable to students with special needs.
6. The system for developing career opportunities must be accountable.
7. The career development needs of undereducated Texas adults must be addressed.
8. Funding must drive needed changes in vocational education.

Under the master plan, vocational education will become a dynamic component of an educational system characterized by quality, equity, and accountability. To address the diversity and complexity of vocational education in the state, the master plan consists of three parts. Part I addresses elementary and secondary education and is a subset of the long-range plan for Texas public school education. Part II, which was developed by the Texas Higher Education Coordinating Board, addresses postsecondary technical, vocational, and adult education. Part III addresses regional planning for vocational education programs in Texas.

The Governor's Task Force on Vocational Education in January 1988 strongly endorsed the master plan as a comprehensive and well-conceived plan to upgrade and improve vocational education in Texas. The task force noted that the plan provides a clear sense of direction to make major improvements in vocational education that will benefit Texas' economic future.

Section I

Elementary and Secondary Education

Progress Under and Compliance with the Master Plan

The master plan for elementary and secondary education sets forth the goals and selected objectives found in the long-range plan for Texas public school education. Specific career development strategies were developed to achieve these goals and objectives.

GOAL 1: STUDENT PERFORMANCE—
All students will be expected to meet or exceed educational performance standards.

The state must hold high expectations for the educational performance of its students and must provide incentives, assistance and other strategies to help schools help students meet these expectations. The educational performance of Texas students must continue to improve, not only according to state indicators but also relative to the nation as a whole. This improvement must apply to all of the students in the state, regardless of economic status, ethnicity, or race. Five career development strategies address this goal.

Career Development Strategy 1-A:
Develop and implement a comprehensive plan for student evaluation.

- The vocational education sunset review evaluation instrument, which addresses student competencies acquired, was developed by the Texas Education Agency during the 1986-87 school year. In accordance with Section 21.112(b) of the Texas Education Code, the instrument was used during the 1987-88 school year by 20% of the independent school districts offering vocational programs. Numerous districts that were not scheduled for a sunset review have used the instrument for their annual local vocational program evaluation.
- The student information section of the TEAMS test form has been modified to collect data regarding current or past participation in vocational education courses. Specific strategies to evaluate the impact that vocational education has on academic performance will be developed.
- The Texas Education Agency, together with the member agencies of the State Occupational Information Coordinating Committee, funded a project in June 1988 to determine the feasibility of an integrated statewide education and training employment tracking (follow-up) system.
- Districts reporting low scores on the sunset review instrument will be scheduled for a follow-up visit from TEA. The visit will include verification of evaluation findings reported and also the provision of appropriate technical assistance. Initial follow-up visits will begin during the 1988-89 school year.

Career Development Strategy 1-B:
Develop vocational education programs that assist in closing the achievement gap between educationally disadvantaged students and other populations and that assist in reducing the dropout rate.

- The State Board approved in June 1987 rules (19 TAC 75.195, Alternatives to Social Promotion) to implement Section 21.557(c)-(f) of the Texas Education Code, which requires districts to provide remedial and support programs for students who are at-risk.
- During the 1987-88 school year, the Texas Education Agency funded a project to develop the handbook, *Working Together to Support At-Risk Youth*. Copies were distributed to 1,500 educators at workshops held in the 20 regional education service centers.
- The Texas Education Agency published in January 1988 and distributed to districts copies of IMAGES (Information Manual of Alternatives Guiding Educational Success), a resource manual for dropout prevention and recovery in Texas.
- The Texas Education Agency during March 1988 sponsored a statewide At-Risk Coordinators Conference to inform district coordinators about alternatives to social promotion programs.
- The State Board at its March 1988 meeting approved the expenditure of $400,000 in federal vocational program improvement funds to develop four model programs for at-risk students that link vocational education and alternatives to social promotion. These model programs will be implemented and evaluated during the 1988-89 school year.
- Activities were initiated during the spring and summer of 1988 to establish a clearinghouse for dropout prevention, which was mandated by Section 11.206 of the Texas Education Code. Information on dropout programs and services and on prevention and recovery strategies will be disseminated to local providers of dropout programs.
- Texas Education Agency staff developed during July 1988 technical assistance documents to aid districts in linking alternatives to social promotion and vocational education programs. Staff conducted teacher inservice activities for vocational teachers attending summer professional improvement conferences.

Career Development Strategy 1-C:
Provide rules which will assure equal access to vocational education programs for all persons in Texas, including handicapped, disadvantaged, and limited English proficient students.

- Districts currently provide the Texas Education Agency with assurances that information is being disseminated to the appropriate persons. The actual dissemination of the information is verified during Texas Education Agency compliance monitoring visits.
- The State Board adopted at its March 1988 meeting rules contained in 19 TAC 75, Subchapter I, Special Provisions for Vocational Education, that have several sections designed to assist local districts in providing equal access to all students. Adherence to these rules is verified during Texas Education Agency compliance monitoring visits.

Career Development Strategy 1-D:
Provide programs, services, and activities that will meet the special needs and enhance the participation of targeted populations in vocational programs.

- The development of support systems for students with special needs has been encouraged through guidelines presented in the standard application for vocational programs that is mailed each year to districts, through Agency staff presentations at numerous regional and statewide workshops, and through on-site technical assistance visits by Agency staff.
- Adult vocational training and retraining programs were provided by districts to 12,474 individuals during school year 1986-87 and to 15,273 individuals during school year 1987-88. These programs were

closely coordinated with representatives of local business, industry, the Texas Employment Commission, and administrative entities of the Job Training Partnership Act and the Adult Education Act.

- Vocational programs and services were provided during the 1986-87 school year to 4,432 out-of-school youth and adults through programs administered by the Texas Education Agency. During the 1987-88 school year, 6,267 individuals were served. These programs were specifically designed to link community based organizations and independent school districts.
- Apprenticeship training programs provided related instruction administered by the Texas Education Agency during the 1986-87 school year to 3,500 adults and 3,100 adults during the 1987-88 school year. With the Texas economy on the upswing, approximately 3,750 adults are anticipated to participate during the 1988-89 school year.
- During the 1986-87 school year, a wide range of vocational programs and services were provided to: 37,010 handicapped students and 153,574 disadvantaged students, including 24,506 students with limited English proficiency. During the 1987-88 school year, programs and services were provided to: 38,440 handicapped students and 178,023 disadvantaged students, including 24,986 students with limited English proficiency.
- In response to Senate Concurrent Resolution 129 of the 69th Texas Legislature and Senate Concurrent Resolution 135 of the 70th Texas Legislature, the Texas Education Agency in February 1987 signed an inter-agency agreement with the Texas Rehabilitation Commission and the Texas Department of Mental Health and Mental Retardation to provide handicapped individuals the needed services to ensure a smooth transition from school to work. During the 1986-87 school year, a pilot project to provide transition services to handicapped students in four school districts was jointly conducted by the three state agencies. In addition, numerous statewide and regional presentations on transition services have been conducted by Agency staff during the 1986-87, 1987-88, and 1988-89 school years.
- To support the transition from school to work, curriculum materials were developed during the 1987-88 school year for both mildly handicapped and severely handicapped students. A K-12 transition model and related curriculum materials were developed to support transition efforts at the secondary level. A curriculum for supported employment was also developed to provide community-based training for the severely handicapped.
- During the 1987-88 school year, a project was funded to develop a vocational assessment handbook for handicapped and disadvantaged students preparing to enroll in vocational education programs. Related assessment workshops were held in 10 regional education service centers for vocational and special education personnel.
- Programs for single parents and homemakers have been developed using federal vocational education project funds. These programs provide for child care, transportation, and other support services that enable these individuals enrolled in vocational programs to develop needed parenting and labor market skills. During the 1986-87 school year, 11 projects were funded. During the 1987-88 school year, 24 projects were funded.
- Programs designed to eliminate sex bias and stereotyping in vocational education have been developed in coordination with districts and regional education service centers using federal vocational education project funds. During 1986-87, five projects were conducted, and during 1987-88, 13 projects were conducted.
- The Texas Education Agency provides vocational education programs for criminal offenders serving at six campus sites of the Texas Youth Commission and 27 campus sites of the Windham School System (the Texas Department of Corrections). During the 1986-87 school year, programs were provided to

2,198 students at the Texas Youth Commission and to 2,744 students in the Windham School System. During the 1987-88 school year, programs were provided to 1,874 students at the Texas Youth Commission and to 4,600 students in the Windham School System.

Career Development Strategy 1-E:
Intensify career guidance activities for all secondary students.

- A new elective course entitled "Career Investigation" has been developed for Grades 7 and 8. The new essential elements common to all vocational education programs include subelements relating to developing an awareness of career opportunities.
- A Texas Education Agency professional vocational education staff member, trained in special education, provided leadership and direction concerning special assessment and counseling activities for special populations. This individual made presentations at various workshops and also provided technical assistance to districts upon request. Curriculum and program development projects addressing the needs of special populations were also conducted.

GOAL 2: CURRICULUM—
A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

The information and skills necessary to prepare students for self-sufficiency and continued learning are imparted through the curriculum. The curriculum must be arranged so that all children, regardless of their varied abilities and talents, are continually challenged and acquire the body of knowledge and life tools commensurate with their level in the educational system. Since elementary and secondary schooling constitute only a segment of the learning that the populace undertakes, schooling must prepare young people with the information, the inquisitiveness, and the confidence to sustain competence and learning throughout their lives. Four career development strategies address this goal.

Career Development Strategy 2-A:
Utilizing the State Board of Education process for review and revision of state curriculum, develop and integrate computer related competencies, and develop and integrate essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades K-8.

- Districts are required to develop district and campus plans for computing in all grades during the 1988-89 school year. These plans are to address keyboarding as a major component of their plans at the elementary level. The Division of Educational Technology has developed and tested training materials for developing district and campus plans for technology and for the teaching of keyboarding to elementary students. Training sessions will be offered in approximately ten education service centers in the 1988-89 school year.
- Courses required to be taught in grades 7 and 8 have been reviewed in order to develop and to integrate essential elements for career opportunities. The Life Science, Earth Science, and new Career Investigation courses include elements related to career opportunities. Regional and state curriculum cluster review committees will continue to study this issue.
- Courses required to be taught in grades 7 and 8 have been reviewed to develop and to integrate essential elements designed to develop personal and social values related to the dignity of work. The Texas History, American History, new Career Investigation, and new Life Management Skills courses address these essential elements. Regional and state curriculum cluster review committees will continue to study this issue.

- Occupational Investigation and Career Exploration essential elements were reviewed for compatibility. Based upon this review, new essential elements for a Career Investigation course were developed. Curriculum guides have been developed and disseminated. Inservice training for teachers was conducted in August 1988. Districts may offer the new course during the 1988-89 school year.
- To develop new and update existing computer literacy essential elements as technology changes, staff from the Texas Education Agency's Division of Educational Technology have regularly solicited input from educators attending regional and statewide curriculum review meetings and from educators attending computer educators conferences. Staff will develop recommendations for needed curriculum changes based upon this input.

Career Development Strategy 2-B:
Utilizing the State Board of Education process for review and revision of state curriculum, develop essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades 9-12.

- Courses required to be taught in grades 9-12 have been reviewed in order to develop and to integrate essential elements for career opportunities. Courses in Economics, Health, Mathematics, Science, and Social Studies include elements related to career opportunities. Regional and state curriculum cluster review committees will continue to study this issue.
- Courses required to be taught in grades 9-12 have been reviewed to develop and to integrate essential elements designed to develop personal and social values related to the dignity of work. Courses in Economics, Science, and Social Studies include these essential elements. Regional and state curriculum cluster review committees will continue to study this issue.

Career Development Strategy 2-C:
Provide quality vocational education programs, services, and activities that will assist all individuals in developing and pursuing their education and career goals and in obtaining skills and competencies necessary to compete in present and future labor markets.

- New curriculum materials were developed that address the reinforcement of the basic skills of reading, writing, science, social studies, and mathematics in vocational education. Professional improvement conferences conducted for vocational teachers during the summers of 1987 and 1988 included sessions related to reinforcing basic skills in vocational education.
- The essential elements for Introductory Technology Education in grades 7 and 8 have been developed and approved. These essential elements replace those previously offered for Introductory Industrial Arts, grades 7 and 8. Curriculum materials are currently available. The new courses will be implemented during 1988-89.
- All prevocational courses in grades 7-12 have been discontinued effective with the 1988-89 school year. Specific occupational training has been postponed until the latter years of secondary education.
- The new Life Management Skills course for grades 7 and 8 has been developed and approved. Course content will include essential elements relating to character development, decision making/problem solving, relationships (family and peer), parenting, self-responsibility, nutrition, communication skills, and management of resources. Curriculum materials have been developed and disseminated. School districts will begin to implement this course in the 1988-89 school year. The course is required to be offered at grades 7 and 8 beginning in September 1989.

- Coordinated Vocational-Academic Education at grades 7 and 8 will be phased into alternatives to social promotion during the 1988-89 school year. The transition will be complete by the 1989-90 school year, when the course will no longer receive state vocational education funding.
- Vocational Education for the Handicapped courses based on student needs at grades 7 and 8 will continue to be offered. A new vocational education course, Individual Vocational Education, is being offered during the 1988-89 school year. This course provides community-based instruction for severely handicapped students. Both types of courses support the transition from school to work for handicapped students.
- The University of Texas at Austin was commissioned to conduct an evaluation of the grade 9-12 Coordinated Vocational-Academic Education courses. The evaluation report was presented to the State Board of Education in September 1988. The report recommended the continuation of the program with some revisions, such as additional emphasis on coordination between vocational and general education teachers and on student selection and eligibility.
- Two pilot projects implementing the Principles of Technology for grades 11 and 12 have been conducted. Proposed essential elements for this course will be submitted to the State Board of Education during the 1988-89 school year.
- New essential elements and curriculum have been developed for cluster courses in grades 10-12. Curriculum materials and teacher inservice have been provided. These courses are not prerequisites for job specific courses and are designed to provide students with minimal level skills which are useful in the immediate future. Cluster courses have been developed for Health Care Science, Business Financial Applications, Microcomputer Applications, Introduction to Construction Careers, Introduction to Electrical/Electronics Careers, Introduction to Graphic Communication Careers, Principles of Marketing, Retail Merchandising, Introduction to Precision Metal Manufacturing Careers, Home Economics Career Cluster, Office Support Systems, and Introduction to Transportation Service Careers.
- With the exception of Coordinated Vocational-Academic Education and Vocational Education for the Handicapped courses, occupationally specific courses at grade 10 were discontinued effective September 1988.
- All occupationally specific training courses have been reviewed in light of labor market demand and were offered only to students in grades 11 and 12 beginning with the 1988-89 school year. The appropriateness and continued need for occupationally specific courses in grade 11 will be evaluated in the future.
- The essential elements common to all vocational education programs for grades 7-12 have been revised to increase the emphasis on basic education, work ethics and attitudes, and work skills necessary for students to become effective homemakers and/or wage earners.

Career Development Strategy 2-D:
Initiate new courses in application of basic skills, agricultural sciences, vocational home economics, and technology education.

- A project designed to develop and implement an on-level applied mathematics course is in its second year of operation. The project will be continued during the 1988-89 school year. An evaluation of both years of the project will be conducted to determine the feasibility of implementing the course.
- New and revised courses and essential elements have been developed and approved for home economics, agricultural science and technology, and industrial technology education. New curriculum guides will be developed over a three-year period. The first group of curriculum guides were completed and

disseminated in August 1988. Schools must begin implementation of the new courses/curriculum in September 1988. The new agriculture curriculum and State Board rules adopted in March 1988 (19 TAC 75, Subchapter I, Special Provisions for Vocational Education) discourage use of time during the school day for projects for show purposes.

GOAL 3: TEACHERS AND TEACHING— Qualified and effective teachers will be attracted and retained.

The master plan is designed to improve the quality of student learning. Quality learning demands quality teaching. Teachers must themselves be well educated to be effective. They must be able to work in surroundings in which other professionals would be satisfied to work, and they must be well compensated in general as well as rewarded for their successes. Two career development strategies address Goal 3.

Career Development Strategy 3-A:
Provide vocational education teachers with the skills and knowledge necessary for: (1) the technological changes in their field, (2) the implementation and operation of competency-based instruction, (3) assisting students in nontraditional roles, (4) using other instructional technologies, (5) full integration of students with special needs, and (6) integrating basic skills instruction into vocational education curriculum.

- Texas Education Agency staff have regularly consulted with leaders of business and industry, the Texas Council on Vocational Education, teachers, and teacher educators to develop methods for preparing teachers to provide instruction in the revised curriculum under the master plan. Each of these groups reviewed and made recommendations concerning proposed professional improvement projects sponsored by the Agency.
- Requests for proposals to pilot effective programs to deliver preservice and inservice teacher education were issued in 1987 and 1988.
- Professional improvement conferences for vocational education personnel were attended by 7,500 teachers and administrators in 1987 and by 8,500 teachers and administrators in 1988.
- The State Board of Education Rules for Teacher Education were amended in July 1987. In July 1988 proposed amendments to State Board of Education Rules relating Requirements for Assignment of Teachers were submitted to the Board for first reading and filing authorization. These proposed rules contain the specific amendments necessary to meet the requirements of the master plan.

Career Development Strategy 3-B:
Develop effective methods for recruiting vocational education teachers with relevant experience in business and industry to meet identified needs.

- Technical assistance relating to teacher recruitment is currently provided on an as needed basis. Strategies to develop effective recruitment methods will be addressed in the future.

GOAL 4: ORGANIZATION AND MANAGEMENT— The organization and management of all levels of the educational system will be productive, efficient, and accountable.

All levels of the educational system must be managed productively and efficiently with responsibilities clearly assigned to people whose skills and resources allow them to conduct their work effectively and to be held accountable for it. Administrators must be knowledgeable about the latest economic and

demographic trends in order to plan vocational education programs that meet the needs of students and business and industry. Districts and state leadership must engage in continuous, systematic, statewide and local planning. Four career development strategies address this goal.

Career Development Strategy 4-A:
Provide an effective and efficient management system for administering vocational education programs and related activities.

- The Texas Education Agency is developing a Public Education Information Management System (PEIMS) to streamline data collection activities and enhance administrative procedures. Data from the system was used during the summer of 1988 to implement the State Board's priority funding sequence for vocational education courses offered during the 1988-89 school year.
- A state staff of professional and support personnel qualified by education and experience has been provided in sufficient numbers to enable the State Board to ensure the proper administration of vocational education.
- The current Texas Education Agency administrative structure clearly defines the roles, responsibilities, authority, and accountability to efficiently manage vocational education. The Division of Vocational Education Programs is responsible for program development, curriculum development, personnel training, youth leadership activities, and the sunset review process. The Division of Vocational Education Funding and Compliance is responsible for all legal/fiscal matters, including compliance monitoring. The Division of Program Planning is responsible for coordinating the development of the Master Plan for Vocational Education, the State Plan for Federal Vocational Education Funding, data collection and reporting, and regional planning. The Division of Adult Education/Employment and Training is responsible for all phases of adult training and retraining, including programs for criminal offenders, services and activities for Job Training Partnership Act participants and State Legalization Impact Assistance Grants participants, and apprenticeship training.
- State leadership and assistance in the development, improvement, assessment, and accountability of vocational education programs, services, and activities is an ongoing process provided through professional improvement conferences, project sponsorship, technical assistance, and on-site visits.
- A sunset review process to ensure the quality and effectiveness of vocational education programs has been developed and implemented. During the 1987-88 school year, 20 percent of the districts offering vocational education programs completed and returned the sunset review instruments as required. The results of the review are being studied and follow-up visits are being planned for the 1988-89 school year.

Career Development Strategy 4-B:
Provide information for school districts to use in the development of local vocational education plans.

- A program application process was developed for districts which uses labor market information in the planning process. The application, mailed to districts in May 1988, provides information to districts about occupations important to the future economy of Texas and the courses that provide training related to those occupations. Occupations were evaluated in light of the latest available labor market information regarding the number of projected annual average job openings to 1995, occupational growth-to-replacement ratios, training times, and wage rates.

Career Development Strategy 4-C:
Priority shall be given to requests for vocational programs specifically identified on a list of priority occupations approved by the State Board of Education.

- A starter list of priority occupations was developed in February 1988 using statewide employment data and information relating to career opportunities. Occupations placed on the list have an impact on the Texas economy, require substantial training time, and offer a reasonable expectation of career opportunities and advancement.
- The starter list of priority occupations was reviewed during March 1988 by a panel of 24 labor market experts representing both the public and private sectors.
- The starter list of priority occupations and the input from the panel of labor market experts were reviewed by the members of the Joint Liaison Committee in April 1988.
- After considering input from the panel of experts and the Joint Liaison Committee, the State Board approved a final list of priority occupations at its April 1988 meeting.
- The list of priority occupations was distributed with program applications in May 1988 to districts.
- The State Board reviewed and updated the list of priority occupations at its September 1988 meeting.

Career Development Strategy 4-D:
Increase local responsibility for quality vocational education programs.

- Beginning with the 1987-88 school year, local sunset evaluation teams started reviewing each approved vocational program unit in 20 percent of the state's districts offering vocational programs. During the 1987-88 school year, local evaluation teams conducted 2,113 program unit reviews.
- The sunset review process considers items such as: (1) student competencies acquired, (2) student enrollments, (3) adequacy of facilities and equipment, (4) instructional materials utilized, (5) methods of instruction, (6) opportunities for employment, and (7) follow-up records for program completers.
- The 1987-88 sunset review process indicated that 191 vocational programs had deficiencies of sufficient nature that an on-site visit should be scheduled. These on-site visits will occur during the 1988-89 school year.

GOAL 5: FINANCE—
The financing of public education will be equitable to all students in the state.

The biggest challenge facing Texas education today is the need to increase financial support at the state level while maintaining and improving equity. An equitable system of public school finance is essential in order to realize quality education for all students. Full achievement of this goal is a formidable challenge because of the tremendous diversity in the educational needs of students and the types of districts in which they are educated. Two career development strategies address this goal.

Career Development Strategy 5-A:
Seek legislative authority to allow the State Board of Education to establish differential funding weights for vocational education courses.

- The Texas Education Agency conducted a cost study relating to funding vocational education and made recommendations to the legislature prior to the January 1987 session. The legislature chose not to act upon the recommendations. A second cost study was presented to the State Board at its November 1988 meeting and was adopted as part of its legislative recommendations for transmittal to the 71st Texas Legislature.

- Funding for vocational education, both state and federal, is set by statute. Recommendations relating to equitable state funding were made to the legislature during the January 1987 session. The State Board will continue to evaluate funding procedures and make recommendations at both state and federal levels.
- Authority to provide funding incentives to schools offering courses related to priority occupations will require legislative action. The State Board will recommend appropriate action to the legislature for the next session.

Career Development Strategy 5-B:
Provide financing and other resources to administer, plan, develop, implement, evaluate, and coordinate vocational education programs, services, and activities.

- In July 1988 the State Board adopted rules (19 TAC 78.23, State Vocational Education Allotment) setting funding priorities in 1988-89 for new, additional, and redirected program units and in 1989-90 for all program units. The following funding priorities will be used: first, master plan initiatives—applications courses (mathematics, science, social studies, language arts), cluster courses, principles of technology, and "2 + 2" programs; second, programs designed to provide instruction relating to occupations identified on the list of priority occupations approved by the State Board; third, programs, services, and activities identified through regional planning processes designed to meet the needs of students and business and industry; and fourth, other local programs, services, and activities contingent on the availability of funds.
- Agency staff are in continuous contact with state and federal legislative leaders relating to future funding for public education.
- During 1986-87 and 1987-88, projects were funded to provide certification courses and professional improvement workshops for vocational counselors and career investigation teachers. Funds were also used to support a statewide automated career guidance information delivery system under the management of State Occupational Information Coordinating Committee.
- An agencywide plan entitled "Coordinated Resources for Managing School Evaluation and Technical Assistance" is being developed by the Texas Education Agency and should be implemented in the near future. This plan is designed to strengthen the coordination of accreditation, funding, compliance, curriculum, and program development functions. The implementation of this process will help Texas Education Agency staff in their efforts to provide the necessary technical assistance to enable schools to strengthen their accountability process.

GOAL 6: PARENT AND COMMUNITY INVOLVEMENT—Parents and other members of the community will be partners in the improvement of schools.

Parents' involvement in their children's education contributes to improved student achievement, attendance, motivation, self-concept, and behavior. Parents also gain through participation in education as their beneficial involvement in their children's lives increases. Similarly, both schools and the community at large gain when they support one another's aims; both educational and community resources can be better utilized in a mutually supportive atmosphere. Two career development strategies address Goal 6.

Career Development Strategy 6-A:
Utilize local vocational advisory committees to assist with the planning, evaluation, improvement, and promotion of vocational education programs.

- Local vocational advisory committees have had an ongoing responsibility to assist districts with the planning, evaluation, improvement, and promotion of vocational education programs. Texas Education Agency on-site monitoring teams verify the presence and activities of these committees.
- State Board rules (19 TAC 75, Subchapter I, Special Provisions for Vocational Education) for local advisory committees were adopted in March 1988 that require the participation of parents as well as local business and industry representatives.

Career Development Strategy 6-B:
Develop and implement a plan to include business and industry and other interested persons in becoming active partners with vocational education for student achievement.

- Three regional planning pilot projects were conducted during the 1987-88 school year and will be continued during the 1988-89 school year. These projects are designed in part to involve business and industry representatives as equal partners in the program planning process, to develop strategies to seek out and use community resources, and to promote a positive image of vocational education and its impact on economic development.
- Programs are jointly conducted at the local level by community-based organizations and independent school districts to provide vocational education support activities for economically and educationally disadvantaged youth. Local school districts and community-based organizations are encouraged to design their program to meet the conditions in their community and to serve those individuals most in need. The Texas Education Agency promotes the program, provides technical assistance and guidance in the implementation of the program, monitors the program, and assists in final project evaluation.
- Employer-based facilities for vocational training in occupations in which rapid technological advancement occurs are being utilized through cooperative education and technical education internship programs.
- Business and industry representatives were involved in providing teachers with information about the latest technological changes during the annual summer professional improvement workshops in 1987 and 1988.

GOAL 7: INNOVATION—
The instructional program will be continually improved by the development and use of more effective methods.

The constant in education today is change—changing student populations, changing demands and expectations, and changing resources. Traditional approaches are often inadequate to prepare students to live in a changing society. Reforms that have been undertaken must be supported, maintained, and evaluated. Those that have been planned for the future must be implemented. Two career development strategies address the goal of innovation in the master plan.

Career Development Strategy 7-A:
Identify the need for and design innovative vocational education instructional programs and exemplary practices.

- A project has been conducted jointly by the Leander Independent School District and Austin Community College to develop a 2 + 2 program linking the secondary and postsecondary technical education curriculum. Three new 2 + 2 projects will be jointly funded for the 1988-89 school year by the Texas Education Agency and the Texas Higher Education Coordinating Board.

- The process of determining priority occupations and the process of identifying new and emerging occupations through regional planning pilot projects ensures that vocational education programs will stay current with developments in business and industry. Representatives from the Texas Innovation Information Network System are serving on regional planning pilot project committees to provide information on emerging technologies to program planners in the pilot regions.

Career Development Strategy 7-B:
Vocational instruction will be continually improved by the development and use of more effective strategies and methods.

- A request for proposals to develop and implement a distance learning delivery system for vocational education programs was issued during the 1986-87 school year. A project to develop and implement such a system for Health Occupations programs was awarded and is in its second year of operation.

GOAL 8: COMMUNICATIONS—
Communications among all public education interests will be consistent, timely, and effective.

Accurate, consistent, timely, and effective communication among all the publics interested in the schools is essential if a satisfactory working relationship based on mutual trust is to exist. All interested groups benefit when a system of communication functions optimally. Public education derives its support from a public that is accurately informed about local schools and educational developments at the state level. Goal 8 is addressed by two career development strategies.

Career Development Strategy 8-A:
Inform the public concerning the role of vocational education as it impacts personal, social, and career goals of individuals and the economic development of the state.

- Numerous documents were developed and disseminated to provide schools with the guidance necessary to implement the master plan at the local level. The documents have been disseminated through mass mailings and also as handouts during numerous informational and inservice meetings.

Career Development Strategy 8-B:
Provide the most timely and accurate labor market and career information available to satisfy the needs of state, regional, and local vocational education planners.

- Region XX Education Service Center and the State Occupational Information Coordinating Committee (SOICC) disseminate labor market and career information to program planners through the Guidance Information System. The SOICC also maintains and distributes information to planners from the Statewide Labor Market Information System.
- SOICC staff provide on-site technical assistance upon request in the use of labor market and career information.

Evaluation of Secondary Vocational Education Programs

Public independent school districts in Texas provided vocational education programs, services, and activities to 533,081 secondary students during the 1986-87 school year and to 561,475 secondary students during the 1987-88 school year. Table I-1 presents these enrollments by program area. State and federal expenditures for secondary vocational education were $269,655,044 for school year 1986-87 and approx-

imately $289,643,345 for school year 1987-88. Table I-2 presents expenditure data by funding source for these years.

The Texas Education Agency and independent school districts throughout the state conducted five major types of evaluation activities during the past two school years to qualitatively and quantitatively evaluate the state's vocational education programs, services, and activities. These five major evaluation activities included on-site accreditation visits by Agency staff to school districts, on-site compliance monitoring visits by Agency staff, developing and implementing methods of administration for complying with civil rights requirements in vocational education, and developing and implementing a sunset review process to ensure the quality and effectiveness of vocational education programs. In addition, Agency staff analyzed evaluative data submitted by school districts for students that have completed vocational education programs and graduated from high school.

On-site Accreditation

The Texas Education Agency conducted on-site school accreditation visits to 460 school districts during the years 1986-87 and 1987-88. As a part of the visit to each district, Agency accreditation teams evaluated the overall quality of vocational education programs, services, and activities.

In the area of planning, each district was evaluated to determine the extent to which it has been improving the effectiveness of its vocational programs and services. Accreditation teams also examined each district's vocational curriculum to determine if student needs and state requirements were met. Also in the area of student needs, accreditation teams evaluated the quality of each district's instructional program, instructional resources, student services, and physical facilities.

In the area of personnel, each district was evaluated to determine if it employed qualified and competent personnel, assigned them properly, and encouraged their professional growth. Accreditation teams also evaluated district governance procedures to determine if those procedures produced educational effectiveness, systematic accountability, and fiscal responsibility. Community conditions were examined to measure whether the community permitted and encouraged educational programs of high quality.

On-site Compliance Monitoring

During the past two school years, the Texas Education Agency conducted on-site compliance monitoring visits to 484 school districts. Compliance monitoring is designed to evaluate whether a school district is complying with applicable state laws, State Board of Education rules, and federal laws and regulations. One month in advance of the scheduled date of the visit, a district is sent the monitoring instrument plus the name and telephone number of a contact person who can give technical assistance in preparation for the visit.

During the site visit, all problem areas are discussed fully with the superintendent and vocational personnel. Verbal commendations are given for programs and procedures which appear to be exemplary. Staff give technical assistance and aid schools in correcting many problems. At the exit conference, the superintendent is given a list of discrepancies being cited. After the visit, a detailed report is mailed listing each discrepancy, the legal authority for the citation, and the recommended corrective action. A district has 60 days to correct discrepancies and submit documentation of these corrections to the monitoring teams, bringing the district into compliance.

One area of needed improvement was the implementation of procedures to track the receipt and expenditure of federal vocational funds to a specific funding category and by service and activity as required by the Carl D. Perkins Vocational Education Act. The procedures also must track the expenditure of nonfederal funds in the same way in order to provide an audit trail for the matching required by federal law. Extensive technical assistance was given to assist districts in implementing accounting codes and procedures to meet this requirement.

During the 1986-87 school year, 73 districts were cited for failure to conduct local program evaluations. Implementation of the sunset evaluation procedures required by the provisions of H.B. 72 caused a dramatic drop in this problem during the 1987-88 school year. Only 27 districts were cited during this year for failure to evaluate vocational education programs locally. There is now evidence that districts are beginning to look seriously at local programs in light of the *Master Plan for Vocational Education*. Program applications for the 1988-89 school year, applied for during the spring of 1988, reflect a realignment of programs in keeping with the principles of the master plan.

One area of concern was defective or nonexistent training plans for students enrolled in cooperative education. For the 1988-89 school year, technical assistance has been provided to school districts on this matter.

Civil Rights Evaluations

In addition to conducting evaluations through on-site compliance monitoring visits, Texas Education Agency staff developed and implemented methods of administration for carrying out the state's civil rights obligations. These evaluative activities and procedures were developed under the United States Department of Education, Office of Civil Rights guidelines for eliminating discrimination on the basis of race, color, national origin, sex, handicap, and age in vocational education in public secondary schools. The methods of administration and related procedures included:

1. an agency-level review of pertinent data submitted annually to TEA by all independent school districts;
2. an on-site review to verify that:
   a. district policies, procedures, and practices relating to vocational education comply with civil rights requirements in vocational education;
   b. students who desire to participate in vocational education were not denied access to vocational education because of race, color, national origin, sex, handicap, or age;
   c. equal provisions, equal opportunity, and equal treatment were provided to all students wanting to participate in vocational education; and
3. the use of technical assistance as as a means for preventing civil rights violations.

Districts receive at least one formal announcement annually of the availability of technical assistance for preventing discrimination in vocational education, detecting such discrimination, and identifying necessary corrective action.

Technical assistance was provided in a variety of ways, including: advice on particular questions; dissemination of written materials; training sessions for teachers, counselors, and administrators; assistance with the revision of recruitment and promotional materials; and technical advice on eliminating architectural and equipment barriers that prevent handicapped students from participating in vocational education.

The most frequent citations in civil rights areas were: (1) the district did not include a notice of nondiscrimination on the basis of race, color, national origin, sex, or handicap in its recruitment information, and/or

enrollment criteria, student handbook, catalogs, or other publications for its students and employees; (2) each vocational program was not readily accessible to mobility impaired students; (3) individual educational plans (IEPs) for handicapped students enrolled in vocational education through the admission, review, and dismissal (ARD) process do not include all of the required components for vocational education; (4) the local education agency had not made the required public notice to students, parents, employees, and the general public; and (5) grievance procedures for students had not been established which address discrimination based on race, color, national origin, sex, handicap, or limited English proficiency.

Sunset Program Reviews

Another major evaluation effort for the Texas Education Agency and independent school districts involved the development and implementation of the sunset review process for vocational education programs. During the 1986-87 school year, Agency staff developed a sunset review instrument to measure items such as: (1) student competencies acquired, (2) student enrollments, (3) adequacy of facilities and equipment, (4) instructional materials utilized, (5) methods of instruction, (6) opportunities for employment, and (7) the status of program completers.

During the 1987-88 school year, sunset review evaluation teams in 20 percent of the state's districts offering vocational education programs evaluated 2,113 program units. Data received from these teams revealed that 191 units had sufficient deficiencies to merit an on-site technical assistance visit by Texas Education Agency staff. These visits will occur during the 1988-89 school year.

Program Completer Evaluations

The last major evaluation activity involved the analysis of data submitted by school districts for students that have completed vocational education programs and graduated from high school. Former students from the 1986-87 school year were surveyed by districts during the 1987-88 school year, when data were submitted to the Texas Education Agency. Former students from the 1987-88 school year will not be surveyed until the 1988-89 school year. Thus, data for these students is not yet available.

Analysis of these data for 63,485 former students reveal that 35.4 percent of the state's vocational education program completers pursued additional education, 26.6 percent of completers obtained employment in a field related to training, and 10.7 percent of completers found employment in a field not related to training. Much smaller percentages of completers entered the military (5.4 percent), were unemployed (5.7 percent), or were not in the labor force (3.5 percent). The status of 12.7 percent of the completers for the 1986-87 school year was unknown. Table I-3 presents completer status data for each vocational education program area.

More detailed analysis of the data revealed that of the 27,323 completers available for employment (i.e., completers actually in the labor force), 61.9 percent were placed in jobs related to training, 24.9 percent were placed in jobs not related to training, and 13.2 percent were unemployed. The average hourly wage for completers employed full time in a field related to training was $4.74.

Employers of completers employed full time in a field related to training were surveyed to determine the quality of training received while enrolled in school. Employers evaluated a completer's performance in five work-related areas using a scale with possible scores from "1" (lowest evaluation score) to "5" (highest evaluation score). Statewide average scores, based on data received from 76.3 percent of 16,204 employers surveyed, were 4.31 for technical knowledge, 4.46 for work attitude, 4.40 for work quality, 4.41 for overall rating, and 4.37 for relative preparation. Table I-4 presents employer scores for each vocational program area.

TABLE I-1

Secondary Vocational Program Enrollments School Years 1986-87 and 1987-88

Program Area	1986-87	1987-88	Percent Change 1986-87 to 1987-88
Agriculture	56,436	59,260	+ 5.0
Allied Health	6,337	6,462	+ 0.2
Business & Office	36,316	38,624	+ 6.4
Consumer & Homemaking	187,913	210,196	+11.9
Industrial Arts	60,854	66,474	+ 9.2
Marketing	30,016	29,970	- 0.1
Occupational Home Economics	24,166	23,856	- 1.3
Occupational Orientation & Pre-vocational Education	56,183	53,165	- 5.4
Technical	5,890	7,515	+27.6
Trade and Industrial	68,970	65,953	- 4.4
Grand Totals	533,081	561,475	+ 5.3

*Data presented are organized by Classification of Instructional Programs (CIP) major program areas.

TABLE I-2

State and Federal Funds for Secondary Vocational Education

	Expended 1986-87	Expended 1987-88	Budgeted 1988-89
Local School Districts			
Foundation School Funds (including Vocational Transportation)	$246,573,891	$248,073,959	$243,023,058
Federal Vocational Education Funds (Carl D. Perkins Vocational Education Act, P.L. 98-524)	23,081,153	41,569,386*	42,145,676**
Total Secondary	$269,655,044	$289,643,345	$285,168,734

*Obligated amount (final accounting has not occurred) includes carryover funds from prior year.
**Includes estimated carryover funds from prior year.

TABLE I-3

Status of 1986-87 Secondary Vocational Program Completers by Major Program Area*

Program Area**	Total Follow-Up	Military	Empl. in Field Rel. To Training	Empl. in Field Not Rel. To Training	Pursuing Additional Education	Unemployed	Not in Labor Force	Status Unknown
Agriculture	9,370	6.32%	18.66%	12.19%	45.78%	5.02%	2.09%	9.95%
Allied Health	2,150	2.19%	20.79%	6.88%	53.81%	3.53%	3.30%	9.49%
Bus. & Office	13,326	2.21%	28.28%	7.38%	39.44%	5.36%	4.64%	12.70%
Marketing	13,414	6.08%	37.30%	7.21%	28.19%	4.49%	3.64%	13.09%
Occupational Home Economics	7,770	3.94%	30.91%	11.27%	30.66%	6.49%	4.70%	12.03%
Technical	1,790	5.98%	8.27%	8.77%	58.49%	3.13%	3.02%	12.35%
Trade and Industrial	15,665	7.93%	21.60%	16.07%	29.14%	7.63%	2.65%	14.98%
All Programs	63,485	5.36%	26.62%	10.70%	35.41%	5.70%	3.48%	12.74%

*Follow-up survey data reported are for students who completed a vocational program and graduated during the 1986-87 school year. Data were collected from completers during the 1987-88 school year.
**Data presented are organized by Classification of Instructional Program (CIP) major program areas.

TABLE I-4

Employer Ratings of 1986-87 Secondary Vocational Program Completers Employed Full-Time in a Field Related to Training*

Program Area**	Surveys Mailed	% Surveys Returned	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
Agriculture	1,893	69.5%	4.19	4.32	4.28	4.28	4.19
Allied Health	451	80.0%	4.48	4.58	4.55	4.53	4.42
Bus. & Office	3,586	78.1%	4.37	4.56	4.46	4.48	4.34
Marketing	4,513	80.0%	4.35	4.48	4.43	4.43	4.44
Occupational Home Economics	2,150	78.2%	4.38	4.47	4.46	4.47	4.51
Technical	163	69.9%	4.69	4.76	4.73	4.53	4.62
Trade and Industrial	3,448	74.7%	4.19	4.38	4.29	4.30	4.27
All Programs	16,204	76.3%	4.31	4.46	4.40	4.41	4.37

*Employer follow-up data were collected during the 1987-88 school year from employers of students who completed a vocational program, graduated during the 1986-87 school year, and were employed in a field related to training. Employers evaluated a completer's performance in five work-related areas by using a scale with possible scores from "1" (lowest evaluation score) to "5" (highest evaluation score).

**Data presented are organized by Classification of Instructional Program (CIP) major program areas.

Section II

Postsecondary Technical, Vocational, and Adult Education

The Master Plan for postsecondary technical, vocational and adult education sets forth the broad goals and objectives appropriate in establishing a long-range program for Texas' community colleges and technical institutes. The Texas Higher Education Coordinating Board has worked to implement these goals and objectives through a variety of projects, programs and activities that will provide for a flexible educational program responsive to the needs of Texas. The products of all model programs which are funded by the Coordinating Board are disseminated to each of the state's community colleges and technical institutes.

Enrollments in Texas' 49 community colleges and four technical institutes totaled 449,353 for fiscal year 1987. This figure includes 207,582 students enrolled in degree and certificate vocational programs and 241,711 students enrolled in adult vocational courses. For FY 1988, 224,806 students were enrolled in degree and certificate programs and 168,832 in adult programs. Total enrollment for FY 1988 was 393,638 students. Texas postsecondary vocational programs educate significant numbers of special populations, and the race/ethnicity percentages in approved degree and certificate programs reflect the demographic characteristics of the state. See Table II-1.

Programs approved by the Coordinating Board for funding are contained in Table II-2. A total of 1,912 programs were approved in 1986-87. This contrast with 1,861 programs approved in 1987-88 school year, or a net reduction of 51 programs. A review of Table II-3 indicates for the same two years an increase of 5,145,643 contact hours. This phenomenon (decrease in programs, increase in contact hours) is attributed to two factors: (1) Texas State Technical Institute and Lamar University System have been included for the first time in the 1987-1988 contact hour report, and (2) new program guidelines and standards include procedures for reporting institutionally initiated program closure and state level sunset review.

Funding support to postsecondary institutions is provided through a line-item appropriation of the Texas Legislature. Allocation of these funds to individual institutions is based on contact hours earned by postsecondary students enrolled in approval programs. Federal funds are provided by the Carl D. Perkins Vocational Education Act to supplement state and local funding and to provide services, programs and activities mandated by the Act.

These funds are allocated to postsecondary institutions through a formula based upon need, with the balance distributed to eligible recipients through an application process.

Total postsecondary expenditures of state and federal funds for FY 1987 and FY 1988 are contained in Table II-4.

Progress Under and Compliance with the Master Plan

GOAL AREA 1: STATE ADMINISTRATION—
The Coordinating Board will function to develop and support an efficient, effective postsecondary vocational education system uniquely suited to meet Texas occupational and employment needs.

Objective 1:
To establish consistent statewide rules, procedures and guidelines for approving, revising, and disapproving technical and vocational programs and courses, general academic courses, compensatory courses, and out-of-district programs and course offerings.

(a) The Coordinating Board developed and implemented new technical and vocational program guidelines to assure quality and consistency in new programs, program revisions, program closure and sunsetting, and personnel qualifications.

(b) The Coordinating Board funded a project to update, revise, and expand the *Technical Assistance Guide* to provide local institutions assistance in implementing the provisions of the Carl D. Perkins Vocational Education Act.

Objective 2:
To enrich the image of technical and vocational education by disseminating salient information on the status and development of programs in the state, results of relevant studies, and when appropriate, case studies.

(a) The Coordinating Board established a Communications Advisory Committee, including a subcommittee of the Presidents of the State Professional Associations, to aid in identifying additional ways that postsecondary institutions and the Coordinating Board can be responsive to community needs.

(b) The Public Information Officers Subcommittee of the Coordinating Board's Communications Advisory Committee worked with staff to develop a statewide public information plan with the theme "Where Texans Go to College."

(c) The Coordinating Board is developing a newsletter which will highlight achievements of Texas public community colleges and technical institutes.

GOAL AREA II: STUDENTS SERVED—
Postsecondary institutions are seeking to provide programs and services to meet the needs of a diverse public—a public in large part in need of special support services if its students are to be successful in their chosen program.

Objective 1:
To improve current efforts to provide services for special needs populations through planned efforts to increase and improve assessment, advisement, academic and career counseling, placement and follow-up services.

(a) The Coordinating Board funded a survey of postsecondary student services which was developed into a *Special Needs Guide.* This guide, which describes special services available to students, was distributed to all secondary and postsecondary institutions in Texas.

(b) A model project was funded to provide handicapped graduating secondary students and adults with information concerning the services and assistance available from local community service agencies

and postsecondary institutions to aid these potential students in making effective career training decisions.

(c) Funds were provided to several projects to coordinate and publicize a series of seminars to address family concerns and educational and career development for single parent/homemaker programs.

(d) A personnel development project was funded to provide opportunity for postsecondary personnel to renew and update their information base and to acquire new techniques that will enable them to meet the needs of the changing postsecondary student population.

(e) Funds were provided to assist community colleges in developing alternative instructional materials for handicapped student use and to provide alternative methods of providing instruction to handicapped students.

(f) A project was funded to assess the literacy skills required within specific vocational/occupational settings and to offer developmental studies to remediate deficiencies within the occupational program setting.

(g) A project was funded to identify ways to improve recruitment and retention of at-risk students in health programs.

Objective 2:
To provide all students with an effective career development program through each postsecondary institution. This program should provide career information and planning data, counseling, academic and educational advisement, assessment and testing, placement, financial aid and student and employee follow-up.

(a) Funding was provided to three projects to develop brochures describing the program services and activities available to disadvantaged, handicapped and Limited English-Proficient students at postsecondary institutions.

(b) Funding was provided for a model program for the elimination of sex bias and sex discrimination in career and educational planning and the recruitment of students into non-traditional careers. Integral to the project was a Statewide Sex Equity Conference for postsecondary institutions.

(c) Projects were funded at several postsecondary institutions to enhance the employability of single parents/homemakers through an intensive short term training program.

(d) The Coordinating Board funded the State Occupational Information Coordinating Council (SOICC) to implement a pilot project exploring the feasibility of using wage records for follow-up studies of students. Coordinating Board staff are working with SOICC to assess the results.

Objective 3:
To develop the most effective and cost effective system for utilization of English-As-A-Second-Language (ESL) within the ongoing postsecondary technical and vocational programs and short-term, intensive training courses.

(a) Projects were funded to investigate the feasibility of utilizing videotape recorder (VCR) and computer interaction models to assist Limited-English-Proficient students.

(b) Projects were also funded to develop and implement a short-term entry-level electronic assembly training program for Limited-English-Proficient students.

(c) An English language proficiency training model was also funded to prepare students to meet market performance standards in the Allied Health Occupations field.

Objective 4:
To provide leadership for institutional research on student success and outcomes for postsecondary technical and vocational education programs.

(a) A project was funded to review current management information systems, develop specifications for Texas, and recommend procedures for development of a postsecondary student assessment, retention and follow-up system.

(b) A College Placement Model program was funded for credit and non-credit students to help shorten their periods of unemployment and underemployment.

(c) Funds were provided to design and pilot-test a model follow-up tracking system to be used by postsecondary institutions to collect and report follow-up data on program leavers and completers.

(d) The Coordinating Board provided three years of funding to develop the LONESTAR project, which currently involves 49 institutions of higher education and provides them with an effective means of tracking students.

Objective 5:
To provide equal access for all target groups and special populations in an array of programs including basic academic skills required for occupational goals and social/attitudinal skills that enhance employability through a diversified flexible delivery system.

(a) Three projects were funded through to provide a data set for displaced homemakers and single parents. This data set will be developed to provide a curriculum for those who work with displaced homemakers. It is anticipated that the basic framework created through this project will result in the establishment of a long-term network of service providers.

(b) The STAR (Students Training & Retraining) model program was funded to provide seven two-week pre-employment training workshops for women in Hispanic communities to improve employment skills.

(c) A model program in Computer Graphics was funded to assist single parents, homemakers and dislocated workers in developing employment skills.

(d) Funding was provided for physically disabled *Accessibility Guides* to postsecondary institutions.

(e) Funding was provided for a series of workshops geared specifically for single parents to introduce them to available programs, activities and services.

(f) Basic research was funded to investigate the status of mathematics in terms of content, level, and scope in relation to technical and occupational programs.

(g) Funds were expended for two projects to provide in-service training in teaching methodology for new instructors. Specific training information was provided involving competency-based instruction; computer-assisted instruction; motivation and evaluation techniques; roles of special populations in occupational training; and methods to encourage full participation of special populations.

Objective 6:
To enhance student support services through greater collaboration and linkages with appropriate state and local agencies.

(a) Program planning and coordination will be enhanced through a project funded to provide baseline data on special student populations, the extent to which these populations are receiving services from more than one program or agency, the nature of the programs and services provided, and the program and post-program outcomes of students.

(b) The Coordinating Board, Texas Department of Commerce and Texas Education Agency jointly funded a project to facilitate Carl Perkins - JTPA (Job Training Partnership Act) coordination through analysis of services and resources of each agency.

(c) The Coordinating Board provided funding for a regional workshop to train 40 professionals who were employed in secondary and postsecondary schools or community based organizations in the private sector and who provide training or assistance to single parents and/or homemakers.

(d) Funds were provided to produce a guide to programs and services available to handicapped individuals in the Southeast Region of Texas.

GOAL AREA III: PIVOTAL ROLE OF POSTSECONDARY AND ADULT VOCATIONAL EDUCATION IN TEXAS

Postsecondary technical and vocational education plays a pivotal role as a connection point between secondary schools and colleges and universities and between educational institutions and current and future workers.

Objective 1:
To enhance effective coordination for student articulation and to develop and disseminate prototype articulation agreements between secondary and postsecondary institutions. To conduct articulation workshops.

(a) The Coordinating Board funded the development of the "Customized Articulation Plan" (CAP) and provided for its dissemination statewide.

(b) The Coordinating Board provided funding to expand the Information Systems Curriculum into instructional modules. This project will provide articulation from high school to community college to university level.

(c) The Coordinating Board funded the development of a handbook for implementing an articulation system designed for use by secondary and postsecondary schools.

(d) Funding was provided for a survey of all four-year public institutions in Texas to determine the status of the transfer of credit from two-year institutions to the university system, and to obtain articulation agreements from two-year and four-year institutions.

Objective 2:
To develop pilot "2 + 2" vocational programs to link secondary and postsecondary programs for specific occupations.

(a) Joint funding was provided by the Coordinating Board and the Texas Education Agency for eight "2 + 2" pilot projects. Pilot programs have been initiated in the areas of Office Education, Transportation Technology, Agri-business/Farm and Ranch Management, Electronics Technology, Health Occupations and Transportation Technology, and Electronics Engineering Technology.

(b) The Tech-Prep Curriculum Project was funded to develop alternatives for preparing students for entry into specialty technical programs at postsecondary institutions.

Objective 3:
To implement, where feasible, the recommendations regarding linkage with agencies and commissions responsible by state statute for job training.

(a) To initiate the joint planning process in Texas, the Coordinating Board sponsored a three-day statewide conference to disseminate information on the State-of-the-State study and to provide information on

the Carl Perkins - Joint Training Partnership Act (JTPA) linkages through the handbook *Navigating The Labyrinth.*

(b) Funding was provided for four regional workshops on the Carl Perkins - JTPA linkages. Exemplary Carl Perkins - JTPA linkages were identified through a national survey, and processes were applied to regional models for Texas.

(c) The linkages initiated in the previous years' workshops have been reinforced through two additional workshops funded to supplement those activities. These projects will identify current joint-planning activities among entities serving special population. Dissemination of these activities will be provided through follow-up workshops.

GOAL AREA IV: PLANNING AND APPROVAL OF PROGRAMS

Postsecondary technical and vocational programs are developed and approved through coordination of business advisory committees, postsecondary institutions and the Coordinating Board. Approvals are based on local occupational needs, as well as regional and statewide needs.

Objective 1:
To develop and implement a continuum of program development that assures career adaptability skills, basic academic and communication skills, as well as generic and specific occupational skills, job seeking, job getting and job retention skills, and self-employment competencies.

(a) The Coordinating Board appointed a task force to develop recommendations for guidelines regarding program approval, program revision, and sunset evaluation.

Objective 2:
To provide coordination at the state level via rules, procedures, guidelines, and monitoring and evaluation visits to postsecondary institutions for the implementation and maintenance of programs.

(a) The Coordinating Board developed mandatory *Technical and Vocational Program Guidelines* for program development.

Objective 3:
To maintain the present level of review at the state level for new and revised program or course request in order to better direct the training and retraining of students for employment.

(a) The Coordinating Board reviewed and approved 56 new programs during FY 1987 and FY 1988. Program revisions during these two years exceed 500.

Objective 4:
To emphasize competency-based programs with competencies developed with business and industry, with core curriculum, and with technical specialty courses allowing occupationally specific options.

(a) Eight projects were funded to provide for competency-based instruction in specific instructional areas primarily utilizing the DACUM (Developing A Curriculum) methodologies.

Objective 5:
To develop programs that are pro-active as well as reactive to business and industry needs with respect to changing demographics in Texas.

(a) The Coordinating Board provided funding to a project to develop program needs assessment models. These models were disseminated statewide to assist in local program and curriculum planning.

GOAL AREA V: FUNDING

Funding support for vocational education is provided through State Legislative appropriations and through allocation of Federal Carl Perkins Vocational Education Act funds. The Coordinating Board is responsible for distribution of available monies to postsecondary institutions.

Objective 1:
To obtain federal, state, and private funding to develop and implement prototype programs, faculty development programs, start-up for new programs and retraining for displaced workers and illiterate adults.

(a) Federal funds have been allocated for program start-up, program improvement or expansion, training and retraining of adults, and serving special populations.

Objective 2:
To study and improve the formula funding system for general academic, compensatory and technical and vocational courses to eliminate dual rates for similar courses.

(a) The Coordinating Board referred this issue to the Formula Advisory Committee to analyze the formula funding process and recommend needed changes.

Objective 3:
To review and recommend a process for inclusion in contact hour formula funding of the recapitalization of selected programs based on technological changes.

(a) The Coordinating Board's special sub-committee of the Formula Advisory Committee recommended emphasis be placed upon obtaining full formula funding rather than changing the existing formula.

Objective 4:
To establish through the appropriations process, a fund earmarked for new program start-up.

(a) The Coordinating Board will establish a task force on the emerging technologies to determine needs for new program start-up.

Objective 5:
To implement a federal vocational education funding system that incorporates program improvement and development unique to Texas.

(a) The Coordinating Board has funded a project to review the funding incentive formula of other states. This review will be utilized in developing a model program for providing bonus incentives to postsecondary institutions, serving special populations and efficiently meeting the training needs of the state.

GOAL AREA VI: EVALUATION

Evaluation of programs occurs on an ongoing basis through accreditation processes and Coordinating Board reviews.

Objective 1:
To establish a planning, monitoring, and evaluation system for the evaluation of postsecondary technical and vocational programs and courses to assure compliance with quality standards and efficient use of resources.

(a) Instruments and procedures for the evaluation and monitoring of programs, services and activities have been completed.

Objective 2:
To develop and disseminate a guide for effective evaluation of ongoing programs and courses, as well as the planning and evaluation process for new programs.

(a) Continuation funding was granted by the Coordinating Board to test and refine a model to assess program vitality and to analyze the socioeconomic impact of diverse programs.

(b) The State-of-the-State project supported an information collection process which provided preliminary descriptive data to assist with institutional self-assessments as part of the Coordinating Board's evaluation process.

(c) The Coordinating Board established an Out-of-District Task Force which developed the quality criteria for Out-of-District offerings. The Out-of-District Implementation Committee was selected to pilot models for institutional self-studies of out-of-district offerings.

Objective 3:
To evaluate all programs of technical and vocational education in Texas at the public postsecondary levels.

(a) Conducted site visits to 17 community colleges and technical institutes to evaluate technical and vocational programs.

Objective 4:
To develop a system for evaluation and follow-up of assessment, remedial and academic/vocational support services provided to disadvantaged students.

(a) The Coordinating Board established an Advisory Committee to provide recommendations for revised standards of remedial and academic instruction, processes and support services.

Objective 5:
To initiate and conduct comprehensive study of current reporting systems and requirements with regard to both state and federal regulations in order to establish a simplified, systematized, and organized set of reporting procedures.

(a) The Coordinating Board formed an Information Resources Advisory Committee to facilitate the gathering of new data from colleges and universities, to reduce duplication of data requests, and to help in the design of new information requests.

GOAL AREA VII: DELIVERY SYSTEM

The strength of postsecondary technical and vocational education in Texas is largely attributed to the flexibility of the community colleges and technical institutes in their delivery of occupational programs.

Objective 1:
To provide postsecondary technical and vocational education programs and courses through a coordinated delivery system that is responsive to both state and local needs.

(a) In cooperation with the Texas Department of Commerce and the Texas Education Agency, the Coordinating Board co-funded six regional planning pilot projects based on the establishment and oversight role of regional planning committees.

Objective 2:
To develop and provide start-up funding for a telecommunications network to expand delivery of technical and vocational education and training.

(a) The Coordinating Board will request legislative funding to support the development of a statewide telecommunications network.

(b) Funding was provided for development of a mobile video workshop and presentation, on campus, of video workshops throughout the state.

(c) Funding of additional projects was provided to develop specific occupational instruction modules utilizing videotape production facilities.

Objective 3:
To develop a plan for greater involvement of the private sector in recruiting students, upgrading programs, and providing training sites.

(a) A project was funded to gather information on the characteristics and performance of existing programs utilizing worksite training.

(b) Funding was provided for faculty externships to upgrade instructors proficiency and knowledge, and to develop resource sharing agreements between institutions and the private sector.

(c) A project was funded to identify ongoing programs at community colleges and technical institutes which utilize alternative training. Site visits to selected programs reviewed the effectiveness of the programs and local cooperative agreements. Findings were disseminated to other postsecondary institutions.

Objective 4:
To require faculty who teach technical and vocational courses in associate degree and certificate programs to have both academic preparation and work experience.

(a) The Coordinating Board has reviewed and revised minimum qualification standards for postsecondary technical and vocational personnel.

(b) Funding was provided to establish an Applied Technology Education Center. The purpose of the project is to establish a center to take technical specialists and place them into a real factory setting, to cross-train in fields that overlap their own, and to provide experience in how jobs and technologies interrelate in a factory setting.

(c) Minority leadership skills are to be developed through a project that will identify leadership skills and strategies for development that will lead to greater participation and promotion of minorities within postsecondary institutions.

Objective 5:
To develop instructional materials that reflect current technology.

(a) Funds were provided to 68 projects to provide in-service training to postsecondary instructors, administrators and related instructors. Instruction was provided to update instructional content to reflect new technology, instructional methodology and other essential program information.

Objective 6:
To promote the utilization of apprenticeships, cooperative education, and internships as cost-effective methods of delivering instruction in appropriate occupational areas.

(a) A basic Pedagogy Seminar for Apprenticeship was funded to develop and implement three eight-hour seminars to assist part-time and full-time apprenticeship instructors, from all program areas, in developing their teaching techniques, skills and competencies.

(b) Funds were provided to produce a generic video program on apprenticeship training. The targeted population for this program will be any new company locating in Texas or any existing company not having an understanding of apprenticeship training.

GOAL AREA VIII: PRIVATE AND PUBLIC PARTNERSHIPS

Texas' community colleges and technical institutes have answered the challenge of providing a trained literate workforce for the state through cooperative efforts in planning, implementation, delivery and evaluation of vocational programs.

Objective 1:
To develop and implement structures and strategies to maximize the use of representatives from business/industry/labor, professional or trade associations, as well as other resources, as a critical part of the total postsecondary technical and vocational delivery system.

(a) In cooperation with the Texas Department of Commerce and the Texas Education Agency, the Coordinating Board co-funded six regional planning pilot projects which are based on the establishment and oversight role of regional planning committees. Fifty percent of the members of each regional planning project's committee are from the private sector (business, industry, economic development entities and labor or organizations), with the remaining 50 percent from the public sector.

(b) The Coordinating Board developed plans, with the Texas Department of Commerce and the Texas Education Agency, to co-sponsor a symposium to bring together representatives from the private and public sectors to discuss issues related to economic development in Texas and to encourage initiatives linking occupational education and training with the future needs of business and industry.

Objective 2:
To formalize the State Government's recognition of employer expertise as critical to determining quality technical and vocational education by appointing an advisory board which has as its primary function the ongoing analysis of needs, projections, and demands, in the current and future work place.

(a) The Coordinating Board developed and implemented technical and vocational guidelines requiring utilization of local advisory boards in new program development and program revision.

Objective 3:
To require each degree and certificate program approved at the state level, to have the direct involvement of the appropriate business/industry/labor/public sector in the development and evaluation of the program.

(a) Postsecondary institutions' use of advisory committees for curriculum development is assessed through on-site monitoring and evaluation.

Objective 4:
To encourage contractual arrangements between postsecondary institutions, business and industry, municipalities, and other state agencies.

(a) A Task Force on Contracting was appointed to develop a rule change to facilitate delivery of and accountability for contracted instruction between institutions and business/industry.

(b) Funding was provided to identify cooperative training stations at business and industrial worksites.

Objective 5:
To encourage, expand, and facilitate partnerships between the private sector and the postsecondary institutions.

(a) Funding was provided to allow faculty to participate in summer internships at industrial worksites.

(b) Funding was provided to support a symposium to bring educators together with managers and practitioners in the printing industry. Workshops and presentations addressed implications and directions of new technologies.

GOAL AREA IX: ECONOMIC DEVELOPMENT, COMPETITIVENESS, AND STABILITY

Postsecondary technical and vocational education plays a critical role in achieving economic growth and stability in Texas through its linkages with industry and its flexibility in delivery of current and projected training needs.

Objective 1:
To develop flexible processes for matching private and public sector resources to provide job upgrading and retraining necessary for companies to remain competitive in Texas as well as internationally.

(a) Funding was provided for the TexNet: Information Resource Model. The project will develop a database which includes profiles of business and technical assistance providers and economic development resources in Texas. The TexNet database will provide postsecondary institutions a contact and referral source.

Objective 2:
To establish an economic development clearinghouse utilizing training resources available through public postsecondary institutions, including: a) inventory of current available training, b) studies of changing and emerging occupations and their implications for postsecondary education, and c) current and projected statewide needs analysis. The clearinghouse should provide information describing resources for statewide economic development efforts and recommend the development of programs in areas identified as critical to the state and each local area's economic well-being.

(a) The Coordinating Board provided continuation funding to the State-of-the-State project to develop a preliminary database on available training programs.

(b) An Economic Development Clearinghouse Advisory Committee was established to develop a process with a workplan and timeline to assess and catalog relevant studies on economic factors and their implications for postsecondary education in Texas.

Objective 3:
To identify new, creative, and effective ways to respond to rapidly changing economic development needs, as well as changing technology and its concomitant demands. These ways may include teachers with up-to-date training; postsecondary institutions equipped with state-of-the-art materials, equipment, and instructional technology; and expanded laboratories to include business or industry facilities.

(a) A technology infusion project was funded to develop a model for planning and conducting seminars that focus upon specific technology in which significant breakthroughs have occurred in the recent past and which hold the potential for making significant impact on the Texas economy.

(b) The revised funding formula includes a category for professional development and provides institutional flexibility to meet local needs.

Objective 4:
To expand the small business center concept to also be a resource center for self-employment opportunities, including, but not limited to, information applicable to small business development, training, brokering service to other organizations, counseling, and data base information connected to economic development efforts.

(a) Funding was provided for establishment of four additional Small Business Assistance Centers at postsecondary institutions.

(b) Funding was provided for development of expanded curriculum, services and curriculum materials for the small business centers. The objectives of these projects are: 1) to develop and deliver workshops on Continuous Flow Manufacturing, 2) international trade, and 3) expand database services.

(c) Funds were provided to enhance and expand the small business center concept through the development of the Texas NASA—Southern Technology Applications Center Networking System. Expansion of the Network will enable Small Business Development Centers located at postsecondary institutions to access information services provided by the network.

GOAL AREA X: ADULT LITERACY AND THE FUTURE OF THE TEXAS WORKPLACE

Postsecondary technical and vocational education makes a major contribution by providing programs and leadership in raising the literacy level of adults in Texas.

Objective 1:
To incorporate into all occupational programs the appropriate and incremental basic skills areas necessary to effect employment, enhance employability, and provide career adaptability skills.

(a) Three projects were funded to provide instructors with methods to integrate developmental writing skills into classroom activities.

(b) The Coordinating Board funded a model project to develop an Intervention System for Persistent Non-Achievers. The purpose of the program is to design an appropriate response to the needs of non-achievers and students at risk of becoming non-achievers.

(c) Three projects were funded to identify barriers to adult participation in occupational career programs and to develop strategies to remediate these barriers.

(d) Additionally, three continuing education workshops were provided to dental hygienist to provide retraining and upgrading of skills.

Objective 2:
To initiate and conduct a study to determine the most effective and efficient delivery system and methodology for the remediation of basic academic skills. To integrate the results into the ongoing efforts for vocational education and technology training.

(a) Funding was provided to conduct the Literacy Information Resource Project. The project will collect, organize and describe existing program models and exemplary approaches to the problems of literacy, and prepare a program guide for use at postsecondary vocational-technical institutions.

(b) The Community Colleges and Technical Institutes Literacy Task Force was established in August 1988. The committee will review the status of postsecondary institutions in supplemental enhancement opportunities, analyze the funding of adult literacy courses and support services, and evaluate the level of coordination of postsecondary technical and vocational delivery system with other critical groups.

Objective 3:
To analyze and prepare recommendations regarding the funding of adult literacy courses and support services.

(a) The Literacy Task Force will produce a position paper which clarifies the role of Texas community colleges and technical institutes in the literacy issue.

Objective 4:
To develop improved delivery systems for training and upgrading the illiterate adult, including interactive video, telecourses and other telecommunications methodologies.

(a) Literacy programs were funded at community colleges to provide developmental assistance in their assessment and curriculum development efforts. The computer-assisted instruction developed will provide for planned progressive development of competencies necessary for successful participation in occupational programs.

GOAL AREA XI: TEXAS DISPLACED WORKERS

The Texas workforce faces an increasing challenge to be adaptive to changes in industries due to technological changes, automation, industry "slow-downs" and plant mobility. Postsecondary institutions will meet this challenge through short-term skill training, basic skill development, job seeking and retention skills, and basic career adaptability skills.

Objective 1:
To develop and implement specific strategies to expand efforts to serve displaced and dislocated workers in coordination with the State Board of Education, State Job Training Coordinating Council, and the Texas Department of Community Affairs, as well as with the private sector.

(a) Projects were funded to train dislocated workers in a short-term intensive vocational training program in computer literacy.

Objective 2:
To connect the postsecondary technical and vocational delivery system with other critical groups to develop a flexible, effective model that can be utilized throughout the state for retraining dislocated and displaced workers.

(a) Funds were provided to develop a model program to retrain displaced secretarial/clerical workers. The model developed will be shared with other postsecondary institutions.

(b) The Coordinating Board assisted the Texas Department of Commerce and other state agencies represented on the Governors' Rapid Response Team to provide technical assistance to business and communities that needed immediate and intensive training.

Objective 3:
To fund short-term, intensive, adult vocational training programs as well as remediation intensive courses needed in the retraining and technology skills transfer processes.

(a) Two adult courses were developed to meet mandated licensure examination requirements. These programs utilized classroom instruction, field experience and laboratory exercises to provide training leading to employment in agricultural, commercial or residential irrigation.

(b) The Coordinating Board developed and implemented a *Common Course Manual* and Adult Vocational Guidelines to facilitate the delivery of short-term adult vocational training by institutions.

GOAL AREA XII: EMERGING AND IMPACTED TECHNOLOGIES, OCCUPATIONS, AND INDUSTRIES

For postsecondary institutions to meet the education and training needs of Texas in the next century will require that their process remain flexible in delivery and technologically adaptable to respond to employment demands. The Coordinating Board will identify and fund research and prototype programs for emerging occupations, identify changes necessary to upgrade existing programs in impacted occupations, and provide program planning information to postsecondary technical and vocational institutions.

Objective 1:
To promote and fund studies to identify emerging technologies and occupations, their impact on the Texas workforce, and their significance for postsecondary technical and vocational education training and retraining.

(a) Funding was provided to continue the research reported in "The Future of the Workplace in Texas." Results of this research will provide identification of planning issues for vocational technical education.

(b) Research was funded for Biotechnology to provide institutions, that seek to support the industry, with data to support program development.

(c) Funds were provided to identify trends in the advancement of new technology and in automated manufacturing applications, nationally and internationally in order to determine their impact on the manufacturing industry within the state of Texas. Data provided will aid the automated manufacturing programs in postsecondary institutions.

Objective 2:
To approve for funding selected prototype programs in emerging or impacted occupations.

(a) Programs were funded to provide new programs or program modification necessitated by increased technology in the following areas:

(1) Development and implementation of a critical care simulation laboratory to upgrade nursing competencies to industry standards;

(2) Development of a competency-based curriculum for precision optics;

(3) Revision of office technology programs to incorporate networking and computer technology;

(4) Developmental viticulture and enology programs to support the emerging Texas grape and wine industry;

(5) Developmental technical training for computerized building operation and maintenance;

(6) Developmental applications of new technologies in agriculture to foster economic development.

Objective 3:
To fund state-of-the-art grants encouraging instructional innovation and applied research in emerging technologies.

(a) Three projects were funded to assess and implement state-of-the-art programs in Texas. The projects will provide direction and improved competencies in curriculum development software programming, and innovative approaches to occupational program development.

Objective 4:
To monitor and utilize the results of the priority research areas for the state and interpret into needed technology training and education as the research is developed into prototype production and finally transferred into the economy.

(a) Funds were provided to conduct a statewide Biotechnology conference to communicate to the biotechnology industry in the state and nation, that Texas actively supports the establishment of biotechnology businesses within the state.

(b) Funds were provided to two projects to expand current course content to include computer-aided manufacturing technology within the existing curriculums.

(c) Funds were provided to four agriculture technology projects to provide new and revised curriculum in the areas of hydroponics, alternative crops, testing technology and chemical analysis.

(d) Funds were provided to supply initial support to a computer-assisted robotics laboratory and interactive video-based curriculum.

(e) Funds were used to support faculty in-service training in electronics and telecommunications.

Evaluation of Postsecondary Vocational Education Programs

The development of a comprehensive evaluation program for postsecondary vocational education programs has been a priority for the Texas Higher Education Coordinating Board. Many of the projects previously cited under the Master Plan's postsecondary goals and objectives were directed to providing various elements of a coordinated evaluation system.

The program evaluation process developed for Texas' community colleges and technical institutes' vocational programs has a two-fold purpose: compliance with federal/state requirements and the provision of information useful for program and institutional planning. Consistent with these purposes, the Coordinating Board views the evaluation process as a means of cooperatively assessing the present status of a program and a first step towards program improvement.

Site-Visit Evaluation

The evaluation process utilizes the site visit approach. The evaluation team is headed by a Coordinating Board staff member and consists of four individuals recruited from institutions in Texas comparable to the one to be evaluated.

The evaluation process includes the assignment of an institution site coordinator to oversee the evaluation site visit with a committee appointed to plan the institution's response to the visit. The questions addressed at the site visit are contained in the evaluation instrument. This instrument is completed by the evaluation team during the site visit and also serves as an institutional self-evaluation instrument.

Development of this process was initiated in 1986. The evaluation instrument was pilot tested in 1987, and an evaluation training guide was developed. During the 1987-88 academic year, the first year of implementation, 17 institutions were evaluated. During the 1988-89 academic year, 10 additional institutions will be evaluated.

On-Site Compliance Monitoring

Monitoring is done to assure compliance with federal guidelines and state policy, to assure that the services, programs and activities provided to postsecondary vocational students are consistent with the plan submitted and approved by the Coordinating Board, and to provide technical assistance to the school on documentation, tracking and reporting requirements.

The process utilized for monitoring programs in 1987 and 1988 program year followed the team site-visit approach.

A monitoring instrument was developed through a review of federal and state rules and regulations to determine items for which compliance was either required or desirable. Review of the instrument was provided by the Federal Projects Advisory Committee (FPAC) and by institutions. The monitoring team was solicited through nomination by the Community Colleges and Technical Institutes Division. Monitors were assembled and provided with training in the use of the monitoring instrument and documentation of compliance. Nineteen institutions were selected for review, and packets were prepared and sent to each institution, with directions and examples provided, to assist them in preparing for the compliance review.

Team monitoring visits were made to 19 institutions in program year 1988. Each institution received a written final report outlining item of non-compliance, areas needing improvement, and commendations. Items of non-compliance required corrective action by the institutions and a written plan for compliance acceptable to the Coordinating Board. Follow-up visits by Coordinating Board staff assured that compliance had been accomplished.

Review of the non-compliance items for the 19 institutions reviewed indicated confusion and misunderstanding of the provision and tracking requirements of the Carl Perkins Vocational Education Act. This issue was addressed in program year 1989 by providing a one-day seminar for community college and technical institutes' personnel on the requirements of the Act. Further assistance will be provided through ongoing monitoring and technical assistance visits.

Civil Rights Evaluations

In addition to conducting evaluations through on-site compliance monitoring visits, the Texas Higher Education Coordinating Board, in conjunction with the Texas Education Agency, developed and implemented methods to carry out the State's civil rights obligations. These evaluative activities and procedures were

developed under the United States Department of Education, Office of Civil Rights guidelines for eliminating discrimination on the basis of race, color, national origin, sex, handicap, and age in vocational education in public secondary schools. The methods of administration and related procedures included:

1. An internal review (desk audit) of pertinent data submitted annually to the Coordinating Board by all colleges and technical institutes;
2. An on-site review to verify that:
   a. policies, procedures, and practices relating to vocational education comply with civil rights requirements in vocational education;
   b. students who desire to participate in vocational education were not denied access to vocational education because of race, color, national origin, sex, handicap, or age; and
   c. equal provisions, equal opportunity, and equal treatment were provided to all students wanting to participate in vocational education; and
3. The use of technical assistance as a means to prevent civil rights violations.

Technical assistance was provided in a variety of ways, including: advice on particular questions; dissemination of written materials; assistance with the revision of recruitment and promotional materials; and technical advice on eliminating architectural and equipment barriers that prevent handicapped students from participating in vocational education.

The most frequent citations in civil rights areas were: (1) a notice of nondiscrimination on the basis of race, color, national origin, sex, or handicap was not included in its recruitment information, and/or admissions criteria, student handbook, catalogs, or other publications for its students and employees; (2) vocational programs were not readily accessible to mobility-impaired students; (3) the required public notice to students, parents, employees, and the general public had not been made; and (4) grievance procedures for students had not been established which address discrimination based on race, color, national origin, sex, handicap, or limited English proficiency.

Program Completer/Employer Assessment

Follow-up data are provided to the Coordinating Board by community colleges and technical institutes for the purpose of assessing the relative success of programs. The data provided in Table II-5 are representative of students who completed or otherwise exited programs during the 1986-87 school year and were subsequently surveyed during the 1987-88 school year. Follow-up data for students completing during the 1987-88 school year will not be available until 1989.

Analysis of the data submitted on Table II-5, while yielding important information, is not sufficient to meet the Boards' needs in adequately assessing the success of programs. The limitation of the data is the large percentage (48.3%) of "status unknown" non-respondents.

The Coordinating Board addressed this problem by providing grants for research and development efforts at the institutional level. At the state level, the Coordinating Board funded the State Occupational Information Coordinating Committee (SOICC) to explore (through a pilot project) the possibility of accessing employer wage records as a means of improving follow-up data.

Review of the data provided by businesses who employ program completers assess the employers' satisfaction with five specific elements of the program completers training program. The evaluation provided by the employers utilize a scale of "1" (lowest evaluation score) to "5" (highest evaluation score) to rate the

completers performance. Table II-6 indicates technical knowledge was rated at a 3.93, Work Attitudes at 4.31, Work Quality at 4.16, Overall Rating at 4.13, and Relative Preparation of 4.05.

Sunset Review

A program may be closed if the evaluation and sunset review process determines that the program is no longer viable and should no longer receive State funding. Closure may be effected by either the local institution or by Coordinating Board action.

1. **Institutional Initiated Closure**—A program may be closed voluntarily by an institution by notifying the Coordinating Board as specified in the *Technical and Vocational Program Guidelines.*

2. **Coordinating Board Initiated Closure**—Every program receiving State funding will be evaluated periodically according to procedures established by the Coordinating Board. The Coordinating Board staff utilize the results of these evaluations to identify programs subject to sunset review.

A study conducted by the Coordinating Board in the Spring of 1988 indicated that the 33 community colleges surveyed had closed 196 programs on their own initiative in the previous five years. The Coordinating Board initiated closure process began with the evaluations conducted during FY 1988.

TABLE II-1

Postsecondary Institution Vocational Enrollments By Sex, Race, and Special Needs Category Program Years 1987 and 1988

Level of Instruction	Approved Degree & Certificate Programs		Short-term Adult & Apprenticeship Programs	
	1988	1987	1988	1987
TOTAL ENROLLMENT	224,806 (100.0%)	207,582 (100.0%)	168,832 (100.0%)	241,711 (100.0%)
ENROLLMENTS				
SEX				
Male	108,640 (48.3%)	101,224 (48.7%)	80,367 (47.6%)	138,476 (57.3%)
Female	116,166 (51.7%)	106,628 (51.3%)	88,465 (52.4%)	103,235 (42.7%)
RACE/ETHNICITY				
American Ind./Alaskan Nat.	898 (0.4%)	936 (0.5%)	988 (0.6%)	1,426 (0.6%)
Asian/Pacific Islander	5,302 (2.4%)	5,035 (2.4%)	3,881 (2.3%)	4,091 (1.7%)
Black, Not Hispanic	25,753 (11.5%)	25,384 (12.2%)	21,111 (12.5%)	27,005 (11.2%)
Hispanic	49,685 (22.1%)	46,896 (22.6%)	21,549 (12.8%)	32,782 (13.6%)
White, Not Hispanic	143,168 (63.7%)	129,601 (62.4%)	121,303 (71.9%)	176,407 (73.0%)
SPECIAL NEEDS CATEGORY				
Handicapped	9,550 (4.3%)	5,279 (2.5%)	3,284 (2.0%)	3,747 (1.6%)
Disadvantaged*	77,112 (34.3%)	58,136 (28.0%)	23,409 (13.9%)	22,599 (9.4%)
Limited English Proficient	13,099 (5.8%)	11,764 (5.7%)	2,985 (1.8%)	2,465 (1.0%)
Single Parent/Homemaker	15,484 (6.9%)	9,083 (4.4%)	10,305 (6.1%)	8,847 (3.7%)
Sex Bias/Stereotyping	15,867 (7.6%)	14,591 (7.0%)	11,504 (6.8%)	12,593 (5.2%)

*This category includes academically and economically disadvantaged students.

TABLE II-2

Approved Postsecondary Programs 1986-87 and 1987-88

Program Area	1986-87	1987-88	Change
Agriculture	66	51	(15)
Homemaking	67	67	
Distribution and Marketing	305	204	(101)
Office Occupations	355	340	(15)
Industrial Education	532	576	44
Health Occupations	307	297	(10)
Technical Education	202	241	39
Related	78	85	7
Total	1,912	1,861	(51)

TABLE II-3

Contact Hours for Technical-Vocational Programs 1986-87 and 1987-88

Program Area	1986-87	1987-88	Change
Agriculture	646,087	871,507	225,420
Homemaking	1,404,805	1,395,312	(9,493)
Distribution and Marketing	4,105,227	2,965,825	(1,139,402)
Office Occupations	16,491,445	17,382,718	891,273
Industrial Education	14,516,042	16,123,076	1,607,034
Health Occupations	10,515,268	11,288,469	773,201
Technical Education	5,527,066	8,187,116	2,660,050
Related	1,082,629	2,826,380	1,743,751
Adult Apprenticeship	679,957	615,405	(64,552)
Adult (Supplemental/Prep)	6,208,589	4,843,864	(1,364,725)
Cooperative Work Experience	4,260,442	4,083,528	(176,914)
Total	65,437,557[1]	70,583,200[2]	5,145,643

[1]Community College hours only.

[2]Texas State Technical Institute/Lamar University System contact hours are included. This is the first year in which TSTI and Lamar have been funded through contact hours.

TABLE II-4

State and Federal Funds for Postsecondary Vocational Education

	Expended 1986-87	Expended* 1987-88	Budgeted** 1988-89
State General Revenue	$239,942,446	$228,725,136	$228,725,136
Federal Vocational Funds	16,453,787	21,182,657	30,584,832
Total Postsecondary	$256,396,233	$249,907,793	$259,309,968

*Obligated amount (final accounting has not occurred) includes carryover federal funds from prior year.
**Includes estimated carryover federal funds from prior year.

TABLE II-5

Status of 1986-87 Postsecondary Vocational Program Completers by Major Program Area*

Program Area**	Total Follow-Up	Military	Empl. in Field Rel. To Training	Empl. in Field Not Rel. To Training	Pursuing Additional Education	Unemployed	Did Not Complete, Employed	Not in Labor Force	Status Unknown
Agriculture	251	.40%	17.13%	1.59%	9.16%	6.77%	7.97%	4.38%	52.59%
Homemaking	507	.20%	20.12%	2.96%	6.11%	3.75%	18.93%	3.35%	44.58%
Distribution & MKTG.	1498	.60%	16.36%	5.74%	5.47%	1.27%	25.17%	1.74%	43.66%
Office Occupations	3890	.41%	19.72%	6.99%	8.05%	6.07%	17.46%	2.08%	39.23%
Industrial Education	4992	.46%	16.25%	5.15%	4.39%	5.09%	8.77%	2.24%	57.65%
Health Occupations	4161	.10%	33.09%	1.61%	3.15%	2.48%	7.76%	1.51%	50.30%
Technical Education	2735	.62%	22.27%	6.25%	6.29%	4.31%	13.97%	1.46%	44.83%
Related	393	1.02%	16.79%	7.63%	12.21%	3.05%	15.27%	1.53%	42.49%
All Programs	18427	.41%	21.82%	4.89%	5.53%	4.22%	12.89%	1.93%	48.31%

*Follow-up survey data reported are for students who completed a vocational program and graduated during the 1986-87 school year. Data were collected from completers during the 1987-88 school year.
**Data presented are organized by Classification of Instructional Program (CIP) major program areas.

TABLE II-6

Employer Ratings of 1986-87 Postsecondary Vocational Program Completers Employed Full-Time In A Field Related To Training*

Program Area**	Surveys Mailed	% Surveys Received	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
Agriculture	22	77.27%	3.36	4.24	3.47	3.83	4.06
Homemaking	57	64.91%	3.99	4.16	4.09	4.26	4.62
Distribution & MKTG.	185	62.16%	3.99	4.39	4.26	4.17	4.03
Office Occupations	583	63.98%	3.94	4.33	4.27	4.28	4.20
Industrial Education	580	49.48%	3.71	4.24	4.07	3.98	3.96
Health Occupations	890	68.99%	3.97	4.28	4.13	4.09	3.84
Technical Education	493	63.29%	4.02	4.41	4.18	4.17	4.34
Related	41	75.61%	3.86	4.21	4.20	4.00	3.77
All Programs	2851	62.64%	3.93	4.31	4.16	4.13	4.05

*Employer follow-up data were collected during the 1987-88 school year from employers of students who completed a vocational program, graduated during the 1986-87 school year, and were employed in a field related to training. Employers evaluated a completer's performance in five work-related areas by using a scale with possible scores from "1" (lowest evaluation score) to "5" (highest evaluation score).

**Data presented are organized by Classification of Instructional Program (CIP) major program areas.

Section III

Regional Planning

The purpose of regional planning is to enhance economic development in Texas through the management of activities that extend beyond the boundaries of a particular training entity, e.g., school district, community college district, or Job Training Partnership Act service delivery area. It further links education and training with the regional needs of business and industry. As a result of effective regional planning, programs can be planned and implemented in a complementary manner which makes training available without unnecessary duplication. The ultimate goal is to increase the efficiency and cost effectiveness of matching and delivering training with jobs that are and will be available.

Objective:
Implement a regional planning structure for delivering education and training programs, services, and activities.

Development Strategy:
Establish a three-tiered system that includes broad-based statewide planning, regional planning, and local planning and implementation that will assure equitable access to programs, programs with adequate depth and scope, programs that are cost effective, and programs that enhance the economic development of Texas.

- The Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce are currently conducting three jointly funded regional planning pilot projects in three separate labor market areas of the state. One project is being conducted in the nine county Northeast Texas service delivery area by Northeast Texas Community College. A second project is being conducted in the six county Upper Rio Grande service delivery area by the Upper Rio Grande Private Industry Council. The third project is being jointly conducted in the three county San Antonio metropolitan statistical area by the Region 20 Education Service Center and the Alamo Private Industry Council. All independent school districts, postsecondary institutions, and Private Industry Councils in each region are participating in these projects.
- The projects began operation on December 15, 1987 and will continue through June 30, 1989. The projects are guided by the premise that to meet student needs and the needs of business and industry, occupational education and training programs must be based upon current and projected job openings in the labor market. Each project has formed a regional planning committee with 50 percent of its members from the public sector (e.g., independent school districts, postsecondary institutions, and Private Industry Councils) and 50 percent of its members from the private sector (business, industry, and labor).
- The projects have developed plans to use labor market information in the program planning process and to coordinate effectively the existing programs and resources within the project regions. The projects have also identified economic development initiatives within the regions and will develop methods to support these initiatives through the regional planning process. The projects are not designed to establish regional planning authority for program approval within regions, but to establish forums within which independent school districts, postsecondary institutions, and Private Industry Councils can plan programs based upon the demand occupations within a region. Authority for program approval remains at the local level.

- Three new regional planning projects began November 1, 1988 and will be conducted through June 30, 1989. These projects will focus only on establishing regional planning committees, examining the role of local program committees, examining the role of local program advisory committees, and using regional labor market information to identify priority occupations and related programs. One of the newly funded projects will be conducted jointly by Dallas Community College and Interlink, a group of public and private sector entities which is currently operating a voluntary regional planning project. The planning region will include the nine counties of the Dallas-Fort Worth Consolidated Metropolitan Statistical Area. A second new project will be conducted by McLennan Community College in Waco for the six counties of the Heart of Texas Service Delivery Area. The third new project will be conducted by Amarillo College for the 25 counties of the Panhandle Service Delivery Area.
- The State Board of Education has approved a recommendation to the 71st Texas Legislature to amend the Texas Education Code, §21.113, *Master Plan for Vocational Education*, to establish a state policy that public institutions and other entities responsible for vocational and adult training shall cooperate in implementing regional planning.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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